

INTERNSHIP MANUAL

School Counseling

Edinboro University
Counseling Program
September 2015

TABLE OF CONTENTS

PREQUISITES.....	3
PURPOSE.....	3
DEFINITION	3
INTERNSHIP PLACEMENT	3
SUPPLEMENTAL SITE CONTRACT	3
INTERNSHIP INSTRUCTIONS	4
3 CREDIT INTERNSHIP.....	4
THE INTERNSHIP EXPERIENCE	5
THE INTERNSHIP LOG.....	6
TAPING	6
THE INTERNSHIP FINAL REPORT	6
EVALUATION OF THE INTERNSHIP EXPERIENCE	6
KNOWLEDGE, SKILLS AND DISPOSITIONS EVALUATION	7
POLICY REGARDING CONCERNS THAT ARISE DURING A STUDENT’S PRACTICUM OR INTERNSHIP	7
TAPE SECURING POLICY	8
APPENDIX A	9
APPLICATION FOR PERMISSION TO REGISTER FOR AN INTERNSHIP	
APPENDIX B.....	12
SUPERVISOR DATA SHEET	
APPENDIX C	14
EXAMPLE OF SUPPLEMENTAL CONTRACT	
APPENDIX D	16
EXAMPLE OF LOG	
APPENDIX E.....	18
WEEKLY REPORT FORMS	
APPENDIX F	20
INTERN EVALUATION FORM	
APPENDIX G	26
INFORMATION RE: LIABILITY INSURANCE AND CLEARANCES	
APPENDIX H.....	28
TAPING CONSENT FORM	
APPENDIX I.....	30
INFORMED CONSENT & CONFIDENTIALITY FORM	

PREREQUISITES

1. Students must have completed all core required courses in the area of specialty unless otherwise approved by the advisor and instructor. COUN 730 and COUN 735 must be completed before enrolling for internship.
2. Act 151 (child abuse) and Act 34 Criminal clearances required prior to field placement (practicum and/or internship). Application forms can be obtained online. Copies of up-to-date clearances must be submitted with paperwork. Instructions for downloading clearance forms online: Go to www.dpw.state.pa.us (Child Abuse) or to <https://epatch.state.pa.us> (Criminal History). Criminal History Request Form can be filled out online with a credit card. Child Abuse must be downloaded and sent in. Your state representative can facilitate requests if you are short on time. Additionally, all students are required to take the ACT 126 Child Abuse Recognition and Mandated Reporting training. Trainings are offered every semester on campus or you can take it online at www.knowledge4solutions.com for a cost of \$9.99. In addition, current FBI (Cogent System) finger print and TB test results must be submitted. Internship students are also asked to complete Act 24 forms and submit with their paperwork. These forms are available in the Counseling office.
3. Students must have contracted for professional liability coverage for their field experience (practicum and/or internship). Proof of liability insurance must be provided with paperwork.
4. Students are expected to turn in a Supervisor Data Sheet (Appendix B) with their paperwork to verify appropriate supervisor training and experience.

PURPOSE

The purpose of this manual is to provide information regarding the School Counseling internship experience.

DEFINITION

The School Counseling internship is a 600 hour clinical experience involving on-the-job training performed in a public or private k-12 school or a special program working within an academic setting for school-aged students. A minimum of 240 hours of direct service with students and/or parents is required. Appropriate sites for School Counseling interns includes elementary, middle, or high schools (public or private), charter schools, alternative schools, residential schools, summer school programs, or other educational placements.

INTERNSHIP PLACEMENT

Steps the prospective intern must complete are as follows:

1. Secure the following materials from your advisor:
 - A) Internship application (See Appendix A)
 - B) Check to see that an Affiliation Agreement exists between Edinboro University and the site. If it does not, this process must be begun.
 - C) Information regarding liability insurance (See Appendix G)
2. Contact personnel where prospective internship is to be located to determine both the possibility and the feasibility of placement. The Counseling Program will only endorse an internship experience for which the student is being academically prepared.
3. Determine the general requirements for the experience mandated by the university.
4. Design a rough draft of a supplemental site contract covering all aspects of the proposed internship placement. (See below and Appendix C)
5. Present the contract to both the on-site supervisor and the campus supervisor for possible revisions and eventual approval.

Following the completion of step five (above), the campus intern supervisor will route the complete intern material packet through the department chairperson and the respective deans for their approval.

Note: In addition to Act 151 and Act 34 Clearances, School Counseling Interns must have FBI fingerprint clearances. There is a special process that must be

followed. Make sure to follow instructions as identified by your advisor. Students must also submit TB test results.

Note: No student may begin the internship until all officials have approved the internship plan.

SUPPLEMENTAL SITE CONTRACT

Duties pertaining to the internship site should be clearly stated in a fashion that relates as closely as possible to tangible evaluation. In addition, the contract should include duties pertaining to program responsibilities including weekly site supervisor meetings and tapes of sessions. (For an example of a supplemental contract, see Appendix C).

INTERNSHIP INSTRUCTIONS

1. Must have completed all required courses.
2. Act 151 and Act 34 Clearances (current copies) (and FBI fingerprinting and TB results)
3. Act 24 paperwork
4. Liability Insurance
5. 600 hours including 240 hours of Direct Service (Counseling)

PACKET:

1. Application for permission to register for graduate internship.
2. Supplemental Contract- NOT copied from manual- needs to be your individual duties.
3. Supervisor Data Sheet
4. Clearances (151, 34, 24, TB, fingerprinting)
5. Liability Insurance

REGISTRATION: Unlike any other class, Internship cannot be registered for directly. To register, log on to SCOTS. Click on Look Up Classes to Add, then scroll down to Intent (NOT Counseling). You will want to register for either 6 graduate credits or 3 graduate credits depending on whether you are doing 600 hours (6 credits) or 300 hours (3 credits). Once your paperwork has been signed it goes directly to Records and Registration and they will automatically switch you from Intent in to the correct Internship section. It is imperative that you register for Intent, otherwise this could jeopardize your internship registration.

EVERYTHING IN THE PACKET MUST BE HANDED IN AT THE SAME TIME- AT LEAST ONE MONTH PRIOR TO START OF INTERNSHIP.

NOTE – It is the student’s responsibility to make sure an Affiliation Agreement is in place between the Site and Edinboro University. Please check with your advisor and/or the Clinical Coordinator to make sure that this requirement is met.

SUPERVISION:

1. A minimum of one (1) hour per week by on-site supervisor. (Does NOT count as Direct Service- DOES count as part of 600 hours).
2. Two (2) site visits by on-campus supervisor (campus supervisor visits you and your on-site supervisor at your site) (Two hours counts as on- campus supervision and as part of 600 hours).

REQUIREMENTS:

1. Weekly time logs
2. Weekly narratives
3. Five (5) audio or video tapes (at least 1 group and 1 individual- other 3 either).
4. Two evaluations (midterm and final) done by site supervisor.
5. 3-5 page reflection paper at end of course (final report).

3 CREDIT HOUR INTERNSHIPS:

Students must have 6 credit hours of internship to obtain a Master's Degree in Counseling. Students may choose to complete two - 3 credit hour internships to fulfill this requirement.

Students electing to take two – 3 credit hour internships may take both internships at the same site over two semesters (or one semester and one summer) or may intern at two different sites. Students may choose to take one 300 hour internship at the elementary level and a second 300 hour internship at the secondary level to receive both elementary and secondary certification. All requirements for internship paperwork remain the same. Non-consecutive internships will need to be approved by the advisor.

FOR STUDENTS REGISTERING FOR 3 CREDIT HOUR INTERNSHIPS, THE FOLLOWING CHANGES IN REQUIREMENTS WILL BE IN EFFECT:

- Complete a 300 hour internship with a minimum of 120 hours of direct service with clients.
- Complete a minimum of three (3) tapes (audio or video). At least one group and one individual, the third can be either.
- If clearances expire prior to the start of the second internship, they will need to be renewed.
- **These requirements are different from the 6 credit hour internship.**

THE FOLLOWING REQUIREMENTS WILL ALSO BE IN EFFECT:

- Submit weekly logs.
- Submit weekly narrative.
- Meet weekly with on-site supervisor for a minimum of one hour.
- Participate in a one and one/half hours per week of campus internship group supervision. (Group meetings may meet less frequently for longer periods. For a 16 week internship the intern must meet for 24 hours of supervision).
- Submit internship final report.

THE INTERNSHIP EXPERIENCE

During the internship, the intern is expected to be involved with all activities that a regularly employed member of the staff of the assigned area is expected to perform. Monitoring and supervision are conducted by both the on-site supervisor and the campus supervisor. School Counseling interns will participate in an average of 1 ½ hours of campus group supervision per week (24 hours for academic semesters). Included in these meetings will be a group orientation meeting, an initial meeting and an internship closure meeting. Interns will develop a minimum of five audio and/or videotapes of their interactions with students (at least one individual and one group, the others may be either) which will be reviewed and critiqued in group and individual supervisory sessions.

Interns will also meet individually with the campus supervisor, during site visits. The on-site supervisor will maintain contact and supervision with the intern and spend at least one hour a week in individualized supervision with the intern. The internship experience will include as many of the following activities as can be provided:

1. Orientation to the mission, purpose and function of the school.
2. Specific orientation to personnel, procedures and standards of the particular school to which the intern is assigned.
3. A chance to observe and participate in all professional activities of the unit to which the intern is assigned including all or as many of the following activities as possible: interviewing, individual counseling with a small case load (under qualified supervision), and group counseling.
4. A chance to observe and participate in departmental and staff meetings of the school.

5. The opportunity to work with members of other professions within the school setting (e.g., administrators, faculty, other school personnel). The experience is intended to be an interdisciplinary educational one.
6. Attendance and participation in local professional meetings, conferences, and workshops.

At all times, the intern will be expected to work within the policies and standards set by the school district. Provisions should be made for the physical location of the intern. In order to gain the maximum possible benefit from the internship experience, the intern should...

1. Try to assess the tone, social structure, work patterns, day-to-day flow, etc., of the office as soon as possible.
2. Maintain ethical standards and confidentiality regarding all matters within the office. Violation of this guideline will be grounds for both internship and program dismissal.
3. Maintain a sound, professional relationship with the on-site supervisor.
4. Secure feedback from supervisors in an on-going and timely manner.

Steps that may be taken to accomplish some of the above include the following:

1. Ask a lot of questions.
2. Be a self-starter.
3. Handle constructive criticism effectively.
4. Learn from others.
5. Operate on a professional basis at all times.
6. Dress appropriately.
7. Arrive at the site before the expected time.
8. Do not be afraid to work late.
9. In case of illness or emergency, notify your supervisors as soon as possible.
10. Learn from your mistakes.

THE INTERNSHIP LOG

All interns are required to keep a daily log of their internship activities. The one-page format may vary according to the specific internship (See Appendix D for an example of a log). Procedures for maintenance of the internship log will be explained in detail during the first internship seminar meeting. At the end of each week, the intern will complete a self-evaluation of his/her performance for the week. This self-evaluation will be maintained in the internship log (See Appendix E). This completed self-evaluation will then be delivered to the campus supervisor on a weekly basis.

TAPING

All interns are required to tape (either video or audio) 5 sessions (at least one individual and one group, the others can be either) to be shared during group supervision. This requirement should be made clear to prospective on-site supervisors and **should be included in the supplemental contract**. Taping consent forms must be signed by all clients prior to taping. In the event of minors, parental/guardian permission is necessary.

INTERNSHIP FINAL REPORT

At the end of the internship experience, the intern will present a 3-5 page paper reflecting on his/her internship experience. The following topics should be addressed:

- a. What I did in my internship
- b. What I learned as a result of my internship
- c. Personal strengths and limitations identified
- d. What I would do differently if I were just beginning my internship
- e. Supervision experience –
 - On site
 - On campus

What was helpful, what might have been improved (weekly supervision, tape critiques, case conceptualization, etc).

- f. Recommendations for improvement to the Counseling Program (what I wish I had known, holes in the program).

EVALUATION OF THE INTERNSHIP EXPERIENCE

The university, through the campus internship supervisor, will retain final authority for the assignment of the student internship grade. Assignment of the final grade will be made only after consultation with the site supervisor. The student will be graded either satisfactory (S) or unsatisfactory (U). No letter grades are awarded for the internship experience.

Part, though not all of the grade, will be based on the rating scales completed by the site supervisor during the internship period. (See Appendix F for this instrument). The rating scale will be completed twice, once at midterm and the second time at the end of the internship. Site supervisors are encouraged to share their ratings with interns prior to submitting them to the campus supervisor. Part, though not all of the grade, will be based on the audio/video tapes and written material submitted.

KNOWLEDGE, SKILLS AND DISPOSITIONS EVALUATION

Students will self-assess their professional knowledge, skills and dispositions at the conclusion of their internship. This time has been identified as a transition point from student to professional. The evaluation will follow the same format as the one done as part of the candidacy process.

POLICY REGARDING CONCERNS THAT ARISE DURING A STUDENT'S PRACTICUM OR INTERNSHIP

Similar to the "Disposition Policy" outlined in the Advisement Guide for students in the Master of Arts in Counseling Programs, the following policy applies to students who do not demonstrate satisfactory knowledge or clinical skills while enrolled in Counseling Practicum (COUN 735) and/or Internship in Counseling (COUN 795).

Students enrolled in the counseling programs are evaluated throughout their graduate experience on professional knowledge, skills, and dispositions. Students are informed of these expectations through a number of venues including course syllabi, advisement, Graduate Catalogue, the candidacy application, course assignments, and clinical experiences.

The Department of Counseling, School Psychology and Special Education's Dispositions Policy is designed to assist students in meeting the Edinboro University Graduate Dispositions and professional standards in their advanced professional programs. Although program faculty will provide professional assistance, the student is expected to take ownership of his/her professional conduct. Should a student demonstrate a lack of satisfactory knowledge or clinical skills or demonstrate behaviors that are deemed by faculty to be unacceptable during practicum or internship, the following procedure will be enacted:

Faculty will discuss concerns with the student and, if appropriate, the site supervisor.

If necessary, faculty will discuss concerns with the counseling program committee.

If necessary, the program committee may direct the advisor and appropriate faculty to meet with the student to address concerns and specific recommendations aimed at improving the student's knowledge, clinical skills, or behavior.

If necessary, the program committee may require the student to meet with the program committee to discuss concerns and develop a plan to assist the student with interpersonal and professional growth.

The advisor will meet with the student and, if appropriate, the site supervisor to develop a specific plan of action. The plan will include a monitoring and reporting process.

In the event that the student's knowledge, clinical skills or behavior do not comply with the action plan, the program faculty may ask the Dean of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalogue.

**Edinboro University
Counseling Program**

TAPE SECURING POLICY

Policy: Tape securing procedures

It is the policy of Edinboro University that student trainees must submit video or audio tapes for clinical review and supervision. To ensure confidentiality of clients when being taped (video/audio) for the purpose of internship or practicum) the following procedures must be followed.

Purpose:

The purpose of this policy is to remain compliant with HIPAA and state regulations regarding confidentiality. Reference: Pa Code 3800.19 and MHMPA of 1976, 5100.71.

Tape securing procedures

Audio

Students, who present audio recordings for supervision or course requirements, must ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video

Students are responsible to ensure that all tapes meet course requirements are compatible with the equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that tapes they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Security

Videos or audio recordings of counseling sessions must meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation. For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2); you have met the double lock requirement.

Transporting tapes to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (lock 2).

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased

**APPENDIX A
APPLICATION FOR PERMISSION TO REGISTER
FOR AN INTERNSHIP**

EDINBORO UNIVERSITY OF PENNSYLVANIA
APPLICATION FOR PERMISSION TO REGISTER FOR GRADUATE INTERNSHIP

This is the official application form for requesting authorization to register* for an Edinboro University of Pennsylvania approved graduate internship. No other application form for internship is valid. After the student receives the copy of the application showing the internship has been approved, **the STUDENT must pay the fees at the Bursar's Office, then contact the Scheduling Office to complete registration for the internship.** REGISTRATION MUST BE COMPLETED PRIOR TO THE PROJECTED BEGINNING DATE OF THE INTERNSHIP.

***Failure to register properly will invalidate this approval.**

A one to three-page description of the professional experience and educational outcomes (daily logs, major paper or project, portfolio, detailed oral report, etc.) that the applicant is to undertake **must be attached before submitting this form for approval (if applicable).** Also, the applicant needs to attach a course history.

I. EDUCATIONAL DATA (To be completed by student)

Name: _____ Student Identification Number: _____
 Last First M.I.

Address during Internship:

_____ Street City State Zip

Home Address (if other than above):

_____ Street City State Zip

Email Address: _____ Home Phone: () _____

Major Field: _____ Anticipated Graduation Date: _____

II. INTERNSHIP DATA

() 1st semester, Yr: _____ () 2nd Semester, Yr: _____ () Summer Session, Yr: _____

Course Number: _____ Course Subject: _____

Course Title: _____ Number of Credits: _____

Proposed Site Supervisor: _____

Internship Site: _____

Address: _____
 Street City State Zip

Internship Period: Starts _____ / _____ / _____ Ends: _____ / _____ / _____
 Mo. Day Year Mo. Day Year

Number of Weeks: _____ Hours per Week: _____

Daily from: _____ to: _____ Paid: _____ Nonpaid: _____

Student's phone number on site: () _____ Hourly Amount: _____

III. INTERNSHIP APPROVAL (the following signatures must be obtained in sequence; copies will be sent to all signers)

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Internship Supervisor Signature: _____ Date: _____

Department Chairperson: _____ Date: _____

Academic Program Dean: _____ Date: _____

Dean of Graduate Studies: _____ Date: _____

C: APSCUF, Bursar's Office, Scheduling Office, Advisor, Internship Supervisor, Student, Graduate Program Head, with all signatures completed (Responsibility of Graduate Studies Office).

**APPENDIX B
INTERNSHIP
SUPERVISOR DATA SHEET**

INTERNSHIP SUPERVISOR DATA SHEET

Name of Supervisor _____

Title _____

Highest College Degree Earned _____

Major Area of Studies _____

[NOTE: "Supervisors should hold a master's degree in counseling or a closely related field" CACREP guidelines.]

Certifications/Licenses _____

[NOTE: "Supervisors should hold appropriate certifications and/or licenses"]

- CRC
- LPC
- NCC
- Other: _____

Total Number of Years of Pertinent Professional Experience _____

[NOTE: "Supervisors should have at least two years of pertinent professional experience"]

Intern's Name _____

Internship Site _____

Address _____

Phone Number _____

Intern's Signature

Date

Supervisor's Signature

Date

Edinboro University of Pennsylvania
Counseling Program
2006

APPENDIX C
EXAMPLE OF SUPPLEMENTAL SITE CONTRACT

(Sample)
SUPPLEMENTAL SCHOOL COUNSELING INTERNSHIP AGREEMENT

This contract constitutes an agreement between: _____ Area School District, the Counseling Program of Edinboro University of PA, and student intern _____.

The internship shall officially commence August 28, 2006 and conclude December 8, 2006.

The responsibilities of the intern shall include but not be limited to the following:

- to assist in development and presentation of the New Student Orientation Program
- to provide follow-up sessions for students participating in the New Student Orientation Program
- to assist in coordinating Career/College Night & Financial Aid Programs for students and parents
- to assist students in the use of the Discover Program
- to assist and/or administer standardized testing to students
- to attend Academic Support Team meetings
- to provide students individual counseling as needed
- to conduct group counseling as needed
- to assist with other duties as requested as they relate to guidance counseling services
- to meet with on-site supervisor at least one hour per week
- to meet with on-campus supervisor for group supervision
- to produce 5 tapes (audio or video) of counseling sessions to be critiqued during group supervision

Date: _____

Department Internship Advisor: _____

School Internship Supervisor: _____

Student Intern: _____

APPENDIX D
EXAMPLE OF LOG

(Sample) School Counseling

INTERNSHIP LOG

WEEK OF: _____

INTERN: _____

SITE: _____

Activity	M	T	W	Th	F	S	S	Total
Assist with new student orientation								
Follow-up with new students *								
Career/College Night *								
Discover and other career assessment*								
Standardized assessments (PSSA, etc.)*								
Individual counseling and consultation with students*								
Group counseling *								
Attend trainings and conferences								
Attend team meetings (SAP, IEP, Academic Support, etc.)								
Meet with on-site supervisor								
Other								

Direct Service Hours */ Week _____

Total Hours / Week: _____

Cumulative Direct Service Hours _____

Running Total: _____

Signature of Site Supervisor

Date

APPENDIX E
WEEKLY REPORT FORM

APPENDIX F
INTERN EVALUATION FORM

**EDINBORO UNIVERSITY OF PENNSYLVANIA
M.A. COUNSELING PROGRAM
SCHOOL COUNSELING INTERN EVALUATION FORM**

Student _____ **Date** _____
Supervisor _____ **Site** _____

1. Describe briefly any assignment(s) which were not mentioned in the original internship contract description. Is there any substantial change of emphasis in internship responsibility?

2. At this point of the semester, what is your general opinion of the intern's performance?

3. Please indicate competency of the student by checking the appropriate column using either the scale below or the "yes, no, comment" scale, as indicated.

Scale: 1--unacceptable: minimum expectations not met.
 2--below average: minimum expectations met with difficulty.
 3--average: expectations met.
 4--above average: expectations exceeded.
 5--excellent: expectations met at a superior level.

<u>PERSONAL WORK HABITS:</u>	(COMMENT / IF ANY)					
Demonstrates punctuality	yes	no				
Keeps appointments	yes	no				
Handles absences responsibly	yes	no				
Shows professional dress/grooming	yes	no				
Prepares for assignments	1	2	3	4	5	N/A
Maintains flexibility	1	2	3	4	5	N/A
Able to follow through and complete tasks	1	2	3	4	5	N/A
Assumes responsibility for his/her actions	1	2	3	4	5	N/A
Takes initiative in assuming responsibility	1	2	3	4	5	N/A
 <u>APPROPRIATE USE OF SUPERVISORY RELATIONSHIP:</u>						
Understands purpose of supervision	1	2	3	4	5	N/A
Assumes responsibility for participation in supervisory relationship	1	2	3	4	5	N/A

Submits paperwork promptly	1	2	3	4	5	N/A
Handles constructive criticism	1	2	3	4	5	N/A
Uses supervisory relationship for growth in self-awareness & skill	1	2	3	4	5	N/A
Relates effectively to use of authority in supervisor relationship	1	2	3	4	5	N/A
Relates to supervision with a minimum of resistance and defensiveness	1	2	3	4	5	N/A

DEVELOPING MEANINGFUL RELATIONSHIPS:

Gives indication of ability to relate to people with warmth and interest	1	2	3	4	5	N/A	
Works comfortably with others on staff		1	2	3	4	5	N/A
Relates to individuals in groups	1	2	3	4	5	N/A	
Relates to groups as a whole	1	2	3	4	5	N/A	
Relates to individuals in one-to-one situations	1	2	3	4	5	N/A	
Relates to community people	1	2	3	4	5	N/A	
Relates to professionals in related fields	1	2	3	4	5	N/A	
Able to terminate relationships in a planned manner	1	2	3	4	5	N/A	

EXPANDED SKILL BASE:

Shows ability to interview	1	2	3	4	5	N/A
Shows beginning ability to analyze a problem	1	2	3	4	5	N/A
Shows ability to make referrals	1	2	3	4	5	N/A
Shows ability to assess strengths of others	1	2	3	4	5	N/A
Shows ability to handle	1	2	3	4	5	N/A

hostility

Shows ability to problem solve	1	2	3	4	5	N/A
--------------------------------	---	---	---	---	---	-----

Shows ability to formulate short-term and long-term goals	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

FUNCTIONING WITHIN PROFESSIONAL ROLE:

Demonstrates understanding of confidentiality	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Protects confidentiality	1	2	3	4	5	N/A
--------------------------	---	---	---	---	---	-----

Shows relative freedom from bias, prejudices	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Understands role as helping/enabling individual	1	2	3	4	5	N/A
---	---	---	---	---	---	-----

Avoids Overidentification with others	1	2	3	4	5	N/A
---------------------------------------	---	---	---	---	---	-----

Permits others to participate in process	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Works on plan rather than impulse	1	2	3	4	5	N/A
-----------------------------------	---	---	---	---	---	-----

Fosters responsibility in others	1	2	3	4	5	N/A
----------------------------------	---	---	---	---	---	-----

Utilizes reading materials in professional development	1	2	3	4	5	N/A
--	---	---	---	---	---	-----

Functions independently	1	2	3	4	5	N/A
Functions in a consistent manner	1	2	3	4	5	N/A

FOUNDATIONS OF SCHOOL COUNSELING

History, philosophy, and current trends in school counseling	1	2	3	4	5	N/A
Relationship of school counseling to academic services	1	2	3	4	5	N/A
Role, function, and personal identity of school counselors	1	2	3	4	5	N/A
Strategies of leadership	1	2	3	4	5	N/A
Knowledge of the school counseling environment	1	2	3	4	5	N/A
Current issues, policies, and legislation relevant to school counseling	1	2	3	4	5	N/A
Multicultural competence related to school counseling	1	2	3	4	5	N/A
Knowledge and understanding of academic, career, personal/social development and success of students	1	2	3	4	5	N/A
Knowledge and application of current technology	1	2	3	4	5	N/A
Ethical and legal considerations related to school counseling	1	2	3	4	5	N/A

DIMENSIONS OF SCHOOL COUNSELING

Advocacy for all students	1	2	3	4	5	N/A
Coordination, collaboration, referral, and team-building efforts	1	2	3	4	5	N/A
Integration of the school counseling program into the total school curriculum	1	2	3	4	5	N/A
Promotion of the use of counseling and guidance in the total school community	1	2	3	4	5	N/A

Planning and presenting school counseling-related education programs	1	2	3	4	5	N/A
Methods of evaluating school counseling programs	1	2	3	4	5	N/A
Knowledge of prevention and crisis-intervention strategies	1	2	3	4	5	N/A

KNOWLEDGE AND SKILLS FOR SCHOOL COUNSELING

Program development, implementation, and evaluation	1	2	3	4	5	N/A
Counseling and guidance	1	2	3	4	5	N/A
Consultation	1	2	3	4	5	N/A

4. Please give a brief summary of the intern's overall strengths and limitations.

SITE SUPERVISOR'S SIGNATURE _____

SITE SUPERVISOR'S NAME TYPED OR PRINTED _____

Overall Rating: _____ Satisfactory _____ Unsatisfactory

If necessary, use the space below for any further comments:

**APPENDIX G
INFORMATION REGARDING LIABILITY
INSURANCE**

INFORMATION REGARDING LIABILITY INSURANCE

Interns must have contracted for professional liability coverage prior to their internship experience. If intern insurance is being provided by the school or agency a letter to that effect must be presented to the campus supervisor. Many of the professional organizations (ASCA and ACA) offer free insurance to student members. Others offer nominal cost liability insurance to students (ACPA). Interns who wish to secure their own insurance should contact their professional organization, or the following organization:

Seabury & Smith Associates, Inc.
Professional Insurance Administrators and Consultants
75 Remittance Drive
Chicago, IL 60675-1788
1-800-621-3008 ext. 45105

For further information, see your campus intern supervisor.

INSTRUCTIONS FOR DOWNLOADING CLEARANCE FORMS ONLINE

Go to www.dpw.state.pa.us (Child Abuse) or to <https://epatch.state.pa.us> (Criminal History). Criminal History Request Form can be filled out online with a credit card. Child Abuse must be downloaded and sent in. Your state representative can facilitate requests if you are short on time. Note: For FBI fingerprinting (Act 114) go to www.pa.cogentid.com to register and pay (credit card). If you want a copy of the results you must order them at the time of registration and pay an additional fee. The nearest site for fingerprinting is at the IU. However, you must be registered before going for the printing.

DEPARTMENT OF COUNSELING ENDORSEMENT POLICY

Faculty members endorse or recommend students only for positions in the area of specialization experience. Faculty members will review appropriate credentials to make judgments about student recommendations which are consistent with professional and ethical obligations.

**APPENDIX H
TAPING CONSENT FORM**

TAPING CONSENT FORM
Sample- Adult Client

I hereby give my permission to be audiotaped (videotaped) during a group (individual) counseling session. I realized that _____ is a graduate student being trained in counseling skills and is receiving supervision. The tape may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. The tapes will be strictly used to critique the graduate student's counseling skills and abilities. I also understand that the tape will be erased after it is reviewed in order to insure that the information I provide remains confidential. I acknowledge that my participation in this taping session is voluntary.

Signature: _____ Date: _____

TAPING CONSENT FORM
Sample- Minor Client

I hereby give my permission for my son/daughter to be audiotaped (videotaped) during a group (individual) counseling session. I realize that _____ is a graduate student being trained in counseling skills and is receiving supervision. The tape may be listened to by the course supervisor and other counselors-in-training as part of the counselor training program. The tapes will be strictly used to critique the graduate student's counseling skills and abilities. I also understand that the tape will be erased after it is reviewed in order to insure that the information my child provides remains confidential. I acknowledge that my participation in this taping session is voluntary.

Child's Name: _____ Date: _____

Parent/Guardian Signature: _____

APPENDIX I

INFORMED CONSENT & CONFIDENTIALITY FORM

SUBJECT: INFORMED CONSENT & CONFIDENTIALITY

Policy:

It is the policy of at Edinboro University to maintain confidentiality and provide fully informed consent for all interventions rendered by the student trainees enrolled in the counseling program. Faculty and trainees are obligated to the policies, procedures and rules of the Placement Agency or program. Faculty and graduate trainees share in professional responsibility, accountability and confidentiality of information regarding services to clients.

Informed Consent:

Informed consent is explained to clients using plain language. In obtaining informed consent Edinboro University students provide needed information concerning the procedures and expectations of interventions used. Clients and/their legal representative freely and without undo influence give informed consent as documented by their signature.

Purpose:

The purpose of this policy is to ensure that compliance with state and federal regulations regarding consent to care. Reference: Pa Code 3800.19 and MHMPA of 1976, 5100.71.

In order to provide the highest quality of care, consultation with faculty or other professional staff may occur.

Confidentiality:

Students and faculty members hold in strictest confidence information gained during practicum and internship placements such as supervision or any other manner that may be construed to be associated with the field placement. This practice in accordance with established Codes of Ethics from professional associations as well as federal and state laws. Breaches of confidentiality will not be tolerated and may result in disciplinary action including possible dismissal from the Counseling Program.

Students are instructed regarding confidential and situations in which we are required by law and/or professional ethics to release information. Clients are informed that information and disclosures will remain confidential with exception to the following:

1. Danger to self or others.
2. Child or elder abuse/ neglect
3. Court order a part of a legal proceeding.

I have read the above policy concerning confidentiality and understand the expectations the Counseling Program has for graduate students. I agree to abide by the policy and understand that breach of confidentiality can be cause for dismissal from the program.
